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ABSTRACT

This handbook delineates the planning necessary for the development of a program of multicultural education, a concept defined as the recognition of the value of all people in their racial, ethnic, cultural, religious, and physical differences. Included are discussions of options (either student or curriculum-oriented) in developing multicultural education and sample activities that can be employed. A format for ongoing planning and evaluation is also provided. Appendices include legal references, the California State Board of Education policy on multicultural education, and a bibliography. (WP)

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Planning for Multicultural Education as a Part of School Improvement

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1979

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Planning for
Multicultural Education
as a Part of School Improvement

Prepared by the
Office of Intergroup Relations
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Contents

	Page
Preface	iv
1. Defining Multicultural Education	1
2. Planning for Multicultural Education	4
The Planning Options	5
Use of Planning Option 1	5
Use of Planning Option 2	7
Use of Planning Option 3	8
3. Setting Goals and Objectives	9
Aspects of Multicultural Education	9
Some Techniques to Consider in Setting Goals and Objectives	10
Goal Setting with Option 1	11
Goal Setting with Option 2	12
Goal Setting with Option 3	13
4. Developing Steps or Activities	14
Using Planning Option 1	14
Using Planning Option 2	15
Using Planning Option 3	15
5. Managing Resources for Multicultural Education	17
6. Doing Ongoing Planning and Evaluation	19
Assessment/Evaluation Example Number 1	19
Assessment/Evaluation Example Number 2	20
Assessment/Evaluation Example Number 3	20
Appendix A. Legal References	22
Appendix B. State Board of Education Policy on Multicultural Education	23
Appendix C. A Planning Matrix for Multicultural Education Objectives	26
Selected References	27

Preface

This handbook was developed by the Office of Intergroup Relations with the assistance of other State Department of Education staff members representing Elementary Education Program Management, Secondary Education Program Management, and the Office of Bilingual-Bicultural Education. It was designed to apply the concepts and methods of the Guide for Multicultural Education: Content and Context to planning for school improvement, and it replaces the earlier booklet, "Practical Suggestions for Completing the Multicultural Component of the A-127."

We are indebted to the Equal Educational Opportunities Commission for its endorsement and support. Others who reviewed the contents and contributed to improvement of the text included:

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1. Defining Multicultural Education

A coordinated program of multicultural education for all students is encouraged by the State Board of Education and the State Department of Education. The State Board recently adopted a policy declaring that one major goal of education should be to help students recognize the worth of all people and the importance of respecting all people, regardless of their racial, ethnic, cultural, or religious backgrounds or physical differences. Local governing boards, the Board said, should take action to ensure that all students and staff understand their roles as members of an interdependent human race.

The purpose of this handbook is to assist local school district governing boards in their efforts to follow the State Board of Education's request. The book offers local boards guidance in the process of planning for multicultural education in certain schools--those funded through the consolidated application for school improvement, Title I/EDY, and elementary bilingual education. Within such funded programs, school districts are required to develop students' skills, knowledge, and awareness in multicultural education.

Different schools and communities will vary in their decisions regarding the content and context of multicultural learning. However, good planning calls for an understanding of the nature and scope of the broad concept. Application of the concept can be explored in terms of the social and educational setting of the particular school. For example, the presence of substantial numbers of minority group students will influence aspects of the program to be offered and the human resources available to support it.

To help establish a common base of understanding, the State Board of Education defined multicultural education in this way:

> Multicultural education is an interdisciplinary process rather than a single program or a series of activities. Included in this process are the concepts embraced by cultural pluralism, ethnic and intercultural studies, and intergroup and human relations.[1]

Because the process is interdisciplinary and involves human relations and many school-related activities, this handbook may be used as a guide in every step of planning to improve the school and its program. Members of a school site council and all those taking part in the implementation of a school improvement program will find ideas and examples to help them introduce multicultural teaching and learning in every classroom and elsewhere in the school environment. The handbook also may be helpful in reviewing the results of planning and implementation, for it suggests criteria for successful multicultural education.

A basic aim of multicultural education is:

> ...to help students to accept themselves and other persons as having dignity and worth. To achieve this aim, a multicultural program should place emphasis on similarities and differences among individuals and

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[1] State Board of Education policy adopted on March 9, 1978. See Appendix B.

groups. Similarities should be viewed as those characteristics which make people human, and differences should be viewed as those characteristics which make each person or group unique and special. In this context, differences are viewed as positive. Thus, students will be helped to respect and accept a wide range of diversity, including physical differences, emotional differences, cultural differences, and differences in life-styles among individuals and groups.[2]

Among the key ideas that should be considered in planning for school improvement are several that relate to the definition of multicultural education as a mode of experience and learning to be infused and integrated throughout the curriculum and throughout the school program. For example, each student should develop a positive self-concept, a regard for others, and personal and social responsibility. Each student participating in the program, according to his or her individual needs, should receive appropriate instruction and support services. Each school's instructional program should be responsive to student needs by providing a range of options throughout the curriculum.

Other important features of education that is multicultural include:

- Appropriate staff and student outcomes which are determined by local school districts, including the knowledge, attitudes, and skills that students and staff are expected to acquire
- Curricula that are appropriate, flexible, and unbiased and that incorporate the contributions of all cultural groups
- Recognition of the value of knowing the language of cultural groups as a means of achieving better understanding
- Instructional materials that are free of bias, omissions, and stereotypes; that are inclusive rather than supplementary; and that show individuals from different cultural groups portraying different occupational and social roles
- Educational evaluation procedures which are designed to help persons assess the content of the curricula and instructional materials and how these materials help to accomplish a better understanding of respect for humankind
- Staffing composition and patterns throughout the organizational hierarchy that reflect the pluralistic nature of American society
- Staff development which is aimed at increasing the ability of educators to provide for multicultural instruction and other learning experiences for students
- Reference to student assessment which is culturally appropriate[3]

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[2] Guide for Multicultural Education--Content and Context, Sacramento: State Department of Education, 1977, p. 5.

[3] State Board of Education policy. See Appendix B.

Later sections of this handbook give examples of goals and objectives, suggest steps or activities to implement multicultural education, and relate them to the three planning options for school improvement: (1) component development option; (2) integrated program option, and (3) u-do-it option.[4]

Further information on the scope and rationale of such an approach may be found in the references listed in the Selected References on pages 27 and 28.

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[4] Planning Handbook. Sacramento: California State Department of Education, 1978, pp. 12 and 13.

2. Planning for Multicultural Education

In addition to determining what is meant by multicultural education in the setting of the school, it will be necessary to gather as much information as possible about the existing program and relevant needs and resources. And it should be noted that there is no one "correct" method for collecting the information and organizing it so that it can be interpreted for use by the school site council and others. The purpose of the assessment activity is to help persons make decisions about what the school will do in multicultural education. Such questions as the following may be asked:

- What do students know about multicultural education, and what skills and attitudes do they have in the area of multicultural education?
- What knowledge and what skills and attitudes do you want them to have in this area?
- What current activities are designed to help students gain this knowledge and these skills and attitudes?
- How effective is the present program? Why?
- Are existing resources being used to bring about multicultural objectives? How well?
- What additional resources are needed to improve the program?

Input from students, school personnel, and community representatives should be obtained. The following may be used in securing the input:

- Questionnaires completed by students, parents, teachers
- Open-ended sentence-completion exercises (e.g., "Blacks are _____ _____." "Spanish is _____.")
- Observations by teachers (For a method and examples, see the section on ongoing planning and evaluation, which begins on page 19 of this handbook.)
- Observations by parents
- Discussions with school staff members at different grade levels
- Forum discussions open to all in the community

In the discussions, techniques should be used that will help those conducting the discussions reach consensus in a democratic manner. If questionnaires are used to secure input, sampling techniques should be considered.

The Planning Options

As mentioned earlier, the State Department of Education has provided three planning options for carrying out school improvement and other programs in the consolidated application. Although each option includes required elements, the elements are addressed differently and are put together in various ways in each planning option. Personnel at each school should choose the option that will work best at their school.

Even though multicultural education is interdisciplinary in nature, it may be analyzed and described in a separate section of the planning document. In like manner multicultural goals or outcomes, objectives, and learning activities or solution procedures may be included in different instructional components of the program plan, or they may be described or cross-referenced together in a multicultural education section of the planning document.

In this connection, it may be useful to refer to the analogy of the series of lenses illustrated on pages 48-56 of the Planning Handbook. Looking through a "multicultural" lens or filter with regard either to "student skills and knowledge" or to "school responsiveness to students," one may focus on each part or all parts of the school program.

Use of Planning Option 1

If planning option 1, the component development option, is selected, a school begins its planning by identifying "what is" for each of the instructional and instructional support components of its program. Multicultural education is regarded as one of the instructional components.[5]

In regard to multicultural education, it is important to describe the existing condition from the students' point of view, as well as the teachers' and parents' points of view. The information should be gathered and recorded in a straightforward manner; for example, "X percent of the K-3 students who were assessed by staff were observed to interact positively with students of their own group and of groups different from themselves"; or "X percent of the 4-6 students who were assessed by staff were able to identify racial/ethnic/sex stereotypes when shown certain materials." This type of needs assessment information would be placed in column (B), "existing condition" or "what is," of the form (form 4-002) used in developing a school plan for consolidated programs under option 1. (See Figure 1, which is a facsimile of the form.)

Such areas as the following should be considered for study in preparing to describe the existing conditions with reference to multicultural education:

- Behaviors indicating students' feelings of self-worth and self-acceptance
- Behaviors indicating students' respect for and acceptance of peers and other persons both like and unlike themselves

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[5] Planning Handbook, p. 15.

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
Form 4-002

School Plan for Consolidated Programs, 1979-80

Option 1
Component Development Option

(See the end of the instructions for a discussion of Option 3.)

School

Instructional Component: _____

1979-80

(See the reverse side of this page for instructions.)

Assessment of need

Grades or levels served (A)	Existing condition (What is) (B)	Desired condition (What should be) (C)	Discrepancy (What the difference is) (D)	Analysis of discrepancy (E)

Page A ___

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
Form 4-002

School Plan for Consolidated Programs, 1979-80

School

Instructional Component: _____

1979-80

Program description

Program objectives (F)	Major solution procedures (G)	Timeline (H) J A S O N D J F M A M J

Page B ___

Figure 1. Facsimile of pages A and B of Form 4-002, option 1, component development option of school plan for consolidated programs.

- Students' knowledge and understanding of their own heritage and the heritage of other ethnic and cultural groups
- Students' knowledge and understanding of the concept of cultural pluralism and the causes of stereotyping, prejudice, and discrimination
- Students' performance when asked to analyze similarities and differences between, among, and within diverse groups of people
- Students' performance when asked to identify biases in school materials and in public media
- Students' performance when asked to present to others aspects of their own cultural heritage

The next step in the planning process under option 1 is to record the expectations for student achievement and behavior in regard to multicultural education. This information is placed in column (C) of Form 4-002, "desired condition," or "what should be." The difference between the desired condition and the existing condition provides the information to be recorded in column (D), "discrepancy," of the form.

Then comes one of the most important steps, the completion of column (E), "analysis of discrepancy." By determining the causes of the discrepancies, one can develop program objectives, which are placed in column (F) of the planning form, and the appropriate activities or solution procedures, which appear in column (G).

Inasmuch as the definition of multicultural education calls for an interdisciplinary approach--that is, a thread of activities appearing throughout the curriculum--the analysis may suggest solution procedures to be placed in each of the instructional components; thus, infusing multicultural methods and materials in all of the instructional components.

Use of Planning Option 2

Unlike option 1 in which multicultural education may be called an instructional component, the integrated program option (option 2) uses student outcomes or goals as the bases of organization.[6] One determines those student outcomes that are desired by the school community, gathers assessment information that will enable the school site council to determine the effectiveness of the school in producing each outcome, and decides what approaches to take to make the school more effective. The same types of assessment information collected under option 1 may be desired for these purposes. Multicultural education should be an integral part of the assessment information relating to all relevant desired outcomes.

While the school may choose to use a discrepancy procedure (the difference between what is and what should be) under option 2, the data may be organized

[6] Planning Handbook, pp. 27-41.

in such a way that the strengths of the school program are considered in determining which parts of it work well and which areas need improvement. In addition, the site council will want to take into account the focus, constraints, resources, and priorities in deciding how certain approaches to multicultural education will fit into the total school improvement program.

Use of Planning Option 3

If the school site council does not choose to follow option 1 or option 2, the Manual of Requirements for Schools Funded Through the Consolidated Application still requires that multicultural education be assessed in regard to the effectiveness of the school program.[7] The assessment may take the same form as described above for options 1 or 2, but there is no limit to the scope, methods, and format of the assessment under option 3, providing that it addresses the subject of multicultural education.

[7] Manual of Requirements for Schools Funded Through the Consolidated Application. Sacramento: California State Department of Education, 1979, p. 3.

3. Setting Goals and Objectives

At some point in the planning process, depending on the option chosen, it is necessary to determine what results should be expected from the school program and how the results will relate to State Board adopted or locally adopted policies in the area of multicultural education. This will begin to happen as multicultural education is defined by each school. In developing its unique definition, a school should translate or refine the definition (without narrowing the concept unnecessarily) to shape both goals or outcomes and objectives--the goals being the desired, long-range results of multicultural education for students and the objectives being those specific, short-range expectations for student progress that will tell whether or not the program has been successful.

Aspects of Multicultural Education

A basic aim of a multicultural instructional program is to help students accept themselves and other persons as having dignity and worth. To achieve this aim, those responsible for a multicultural program should place emphasis on similarities and differences among individuals and groups. Similarities should be viewed as those characteristics that make people human, and differences should be viewed as those characteristics that make each person or group unique and special. In this context, differences are viewed as positive. Thus, students will be helped to respect and accept a wide range of diversity, including physical differences, emotional differences, and cultural differences in life-styles among individuals and groups.

In addition to stressing similarities and differences among individuals and groups, a multicultural instructional program should have the following characteristics:

- The program should be cross-cultural in nature instead of being structured upon separate and distinct racial or ethnic groups. Programs that deal separately with Asians, Blacks, Chicanos, Native Americans, and other groups have value, but an effort should be made to show similarities and differences among such groups and among individuals within the groups. The separate-group approach, by itself, may strengthen stereotypes and reinforce ideas of segregation and separation in the minds of students. A cross-cultural approach is more likely to promote respect and acceptance of all individuals and groups.

- The program should be interdisciplinary in nature and, whenever appropriate, should draw from and contribute to instruction in social science, language arts, music, humanities, and other subjects.

- Instructional materials for a multicultural program should be appropriate to the maturity level of the students. Development of a positive self-concept is indispensable; therefore, materials should be so selected that each student can experience success in learning. For example, in the early grades, if reading materials are too difficult for certain students, efforts to raise those students' self-concepts may be undermined. In this case, emphasis may have to be placed on an oral language approach.

- The instructional approach should be appropriate to the maturity level of the students. For example, an historical approach to multicultural concepts may be beyond the understanding of most children in the primary grades. At the primary level, programs should deal with the more immediate experiences of the child (e.g., the individual, the family, the classroom, the school, the community). Folktales and fairy tales may be useful in revealing the traditions and values of different groups.

- Multicultural instruction should be an integral part of the curriculum and should treat ethnic groups as full contributing members of American society rather than as sources of problems to be solved.

- The instructional materials and activities should include a variety of approaches to meet different learning styles among students.

- In addition to imparting information, the instructional approaches, materials, and activities should help students develop cognitive skills and positive affective behaviors. Facts are not enough. A student's self-concept can be enhanced by the mastery of skills.

- A multicultural instructional program should take advantage of learning opportunities among the school and community population and in local activities and events. It should not be confined to customs or events originating far away and long ago. The people of the community should be viewed as a resource for helping students to understand similarities and differences among individuals and groups.

Some Techniques to Consider in Setting Goals and Objectives

There are many different methods of bringing staff and members of the school community together to work on establishing goals or outcomes and objectives, and some of them that may be considered follow:

- School-community discussion groups. With prepared materials and trained facilitators, mixed groups of staff, parents, and community representatives or interest groups with special concerns can develop a series of alternative goals and outcomes; then they can select priorities to arrive at a final choice or choices. The setting should be comfortable and the atmosphere as informal as possible, but each group should have a definite agenda and be helped to complete it. Objectives can be developed in the same way, with sufficient teacher participation to ensure they are attainable in the time provided and that methods of measurement are practical.

- Delphi technique. This is a method of obtaining group response and consensus that allows each participant to consider the questions privately and at his or her own pace. A series of questions about multicultural education may be posed, and the answers may be used to draft alternative goals and outcomes, which then are offered to the participants for their prioritizing.

- Brainstorming. Using a team of trained facilitators, one or several groups of interested persons--students, teachers, administrators, parents, and community representatives--may explore ideas by listing rapidly whatever is suggested without ordered sequence or much discussion. Then the ideas may be classified and organized for further examination and selection of priorities. The same method may be employed to identify multicultural objectives, although the data gathered in the brainstorming session would have to be followed by careful rephrasing and shaping for true objectivity and measurement.

- Use of committees. Division of labor and the best use of personal interest and expertise often indicate that committees and subcommittees should be organized to carry out specific planning tasks. A steering committee may be needed to delegate responsibilities and supervise the total effort. Some tasks may be assigned to staff specialists, but advice and comments and eventual participation by parents, community representatives, and older students are essential in building toward a school-community consensus on multicultural goals and objectives.

Keep in mind--

- Involve as many people with different points of view as possible.
- Be thinking about how multicultural education relates to every part of the school program.
- There are many ways to measure objectives, so be creative!

Goal Setting with Option 1

If planning option 1, the component development option, is being used, the following should be kept in mind as goals and objectives are set for multicultural education:

- The goals set for multicultural education will be incorporated as the "what should be" step of the discrepancy-based needs assessment. If the school is planning for a multicultural education component, the goals will be part of the needs assessment for that component. If the strands of multicultural education are to be woven through various instructional components, multicultural goals should be considered as needs relating to each component are assessed.

- The goals, or "what should be," should be closely related (that is, they should center around the same concepts and information) to the first step of the needs assessment, "what is." By relating what is to happen to what exists, a school will create a good framework for program planning.

- The objectives that are set for multicultural education will be incorporated within the objectives for each relevant component, sometimes within the objectives for several components. They may also be stated separately.

Objectives developed for instructional components should identify which students will be able to do what and how well, when it will happen, and how it will be evaluated.

Examples of goals or "what should be" using option 1:

- Students will know characteristics of their own cultural heritage and that of other ethnic groups in the school and community.
- Students will demonstrate that they respect and accept peers and adults of ethnic and cultural groups other than their own.

Examples of objectives using option 1:

- Teachers will observe by a certain date that through small-group discussion and oral presentations, each student has demonstrated that he or she can identify characteristics of his or her own cultural heritage and that of others.
- Teachers will observe by a certain date specific behaviors in a sample of all students which indicate an attitude of respect and acceptance of others who are of different origins.

Goal Setting with Option 2

If planning option 2, the integrated program option, is being used, the following should be kept in mind as goals and objectives are set:

- The goals that are set for multicultural education will be stated in terms of student outcomes. Therefore, when student outcomes are determined, a school will have considered the types of multicultural skills, knowledge, attitudes, and behavior it wants students to have as a result of their school experiences.
- The objectives that are set for multicultural education should identify either who will be able to do what, and how well, or what will happen, when it will happen, and how it will be evaluated.
- Objectives for multicultural education most likely will be integrated throughout the planning process and throughout the written plan.

Examples of goals using option 2:

- Students will be able to work and communicate effectively with other persons, both like and unlike themselves, in the kinds of relationships which are important to success in future employment, citizenship, and social interaction.
- Students will have knowledge of the contributions of many nationalities and ethnic groups to the pluralistic society and culture of the United States.

Examples of objectives using option 2:

- Teachers will observe by a certain date, in a sample of all students, specific behaviors which demonstrate cooperation in academic teamwork and in team play.
- A sample of all students will have demonstrated, by a certain date, that they can communicate in writing by an exchange of letters with two or more selected peers.
- Pre- and post-testing by a certain date will show a gain of X points in answers to questions about the contributions different groups of people from different parts of the world have made to contemporary science, art, and culture.

Goal Setting with Option 3

No specific guidance exists for setting goals and objectives under planning option 3, the u-do-it option, because option 3 is one in which a school designs its own format. However, it must be remembered that objectives are required as part of the program plan. Decisions must be made as to how multicultural objectives will be developed and where they will be placed in the written plan.

4. Developing Steps or Activities

Regardless of the program planning option chosen, the selected goals and objectives for multicultural education will be matched with a series of steps or activities by which the objectives may be met. The process includes deciding what the multicultural aspects of the educational program should look like, defining how adults and students will work and what strategies they will use, and identifying the support and training activities that will be necessary to achieve the multicultural objectives.

Activities, events, and timelines should fit into the schoolwide plan for which there are common strategies. Each classroom may have its own way of putting the strategy or activity into effect. Individual teachers may work in their particular styles, taking into account their personal experience and expertise. Groups of children, or individuals, may have unique needs; for example, LES/NES, Title I/EDY, special education. In multicultural education it is essential that activities strengthen the self-esteem, identity, and mutual respect of the participants, both adults and students.

Using Planning Option 1

If planning option 1 is being used as the school plan for consolidated programs, it will be necessary to define how the school can solve the problems that were identified when the discrepancies between the existing and desired conditions were discussed. Each multicultural component and each objective will be related to "what should be" in the area of multicultural education, and they must be addressed through one or more solution procedures aimed at reducing or eliminating any discrepancy. If multicultural education is not established as a separate component in the school plan, objectives for multicultural education will be integrated with those of the different instructional components, and the solution procedures also will be integrated with the same components.

In the development of reading skills, for example, it is appropriate to use as one solution procedure the selection of cross-cultural reading materials illustrating the life of particular ethnic groups. This might promote student knowledge of the characteristics of ethnic heritage as well as improve motivation and achievement in reading. Some other examples of solution procedures that may be used with planning option 1 follow:

- Each primary student will prepare and share with others a family tree showing the birthplace and other information about members of his or her family, and the student will report on an interview with a parent or grandparent about the family's heritage.

- Selected high school students will participate in cross-age tutoring with students of other or the same racial/ethnic identity.

- A junior high school team-teaching activity in English and social science will make use of thematic units based on cultural artifacts and readings, each leading to a culminating activity to be shared with the entire school.

- A series of teaching units, such as "Man, a Course of Study," will be used to help students understand the characteristics that make all people human.

- Mathematics and science projects will include the study of the historic contributions of many ethnic and cultural groups.

Using Planning Option 2

If the integrated program option is being used, student outcomes may have already been selected in accordance with the wishes of the school and community, and the objectives of the program may already have been stated. However, at some point in the process, the strategies or approaches that will be used to achieve the objectives must be determined. Wide participation in selecting those strategies is important because there must be agreement with the approaches that are to be taken in reaching the objectives, even though it will be left to individuals or groups of staff members to choose ways to make each approach work.

If the school has had success with certain multicultural approaches in the past, the planning process may begin with this step, using these approaches to design appropriate objectives for the next school year. Few, however, in the past have implemented interdisciplinary, cross-cultural approaches on a schoolwide basis, and it is likely that a combination of objectives and approaches will be developed as adults and students explore the possibilities for multicultural learning in the various skill areas.

Some examples of approaches that can be used with option 2 follow:

- Organize a series of high school assemblies on cross-cultural events, each with a different theme, planned by a representative student committee and featuring a variety of performing arts from the heritage of different groups. At other assemblies the heritage of particular groups might be recognized, and the assemblies could be presented by members of those groups.

- Have seventh- and eighth-grade students participate in a series of overnight visits and campouts, giving each student an opportunity to join and share with peers of his or her own and other groups in social and learning activites.

- Have ethnic teams of upper elementary students participate in writing projects in which they prepare original reading materials related to their personal experiences and interests.

- Have primary-grade students participate regularly in discussion groups with their teachers and other adults to talk about feelings, attitudes, and interpersonal relations.

Using Planning Option 3

If the u-do-it option is being used as the school plan for consolidated programs, steps or activities for implementing objectives are required as with the

other two options; however, they may be described in whatever way seems appropriate, and the format may differ from those of options 1 and 2. Again, it is important to build on the strengths of previous multicultural programs and activities and seek wide participation in the development of schoolwide strategies for improving respect for self and others, knowledge and understanding of one's heritage, and skill in interpersonal and intergroup relations.

5. Managing Resources for Multicultural Education

Good planning for making improvements in the school program implies the best use of time, people, money, and materials. The preceding parts of this handbook included information on the broad aspects of developing goals, objectives, and steps or activities to meet the recognized needs of students and staff. The decisions reached about those matters will help to determine how to apportion the time of all concerned in the learning process. Every activity should have an identified purpose and should be fitted into the schedule according to whatever priorities have been accepted.

One advantage of an interdisciplinary approach is that multicultural education is not taught as a separate topic in a separate hour of the day, but instead is integrated into the lesson plans of each academic subject. Multicultural objectives are a part of the implementation in reading, oral and written language, mathematics, social science, and other disciplines. When such integration occurs, there is less pressure to subdivide the school day and to add further activities requiring time and attention.

Money and materials also are used more economically when all teaching and learning resources are made to serve the purposes of multicultural education. The Guide for Multicultural Education--Content and Context includes instruments for screening and analysis of curriculum materials to determine their appropriate use for ethnic heritage programs.[8] The assumption is that available texts and supplementary materials have both strengths and weaknesses from the perspectives of diverse ethnic groups and the point of view of cultural pluralism. A teacher who is aware of such strengths and weaknesses can use materials appropriately, supplementing them only if necessary.

People are the principal resources of multicultural education. Staff members, including teachers, aides, administrators, support personnel, and volunteers, together establish the environment and set the tone for interpersonal, intergroup, intercultural learning opportunities. However, it is especially important that the human resources of the community be identified and used extensively in the school and classroom. Diversity in the wider community, if not close to home, will enrich what the school staff can provide from its own background and experience. The students may also be excellent resources; some students can relate aspects of their family heritage, or some can contact persons in the community through interviews, field trips, oral history projects, and the like and share the information they gather. Sharing the wealth of language, heritage, and of individual, family, and community values is essential to education that is multicultural.

Carrying out some of the activities cited above may challenge the professional skills of teachers and other school staff, and the demands of an interdisciplinary, cross-cultural educational process may be new to many. Working with individuals from other walks of life and other life-styles and with students

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[8] Guide for multicultural Education--Content and Context, pp. 17-25.

from diverse ethnic and socioeconomic groups may call for information and techniques that remain to be acquired. And staff development is the key to helping persons acquire the necessary skills.

6. Doing Ongoing Planning and Evaluation

The yearly evaluation provides for reviewing the whole school program and judging how successfully the program has worked toward improving student achievement, the instructional program, and the school environment. It leads to changes to be made for the next school year. Ongoing planning is the process of answering questions of program implementation on a regular schedule during the year so that the school may capitalize on its successes and avoid repeating its failures. Both processes are important, especially in new and untried activities of multicultural education.

Some assumptions often made regarding assessment and evaluation in multicultural education are that:

- Affective behavioral outcomes are crucial.
- The success of a multicultural program can best be determined by observing how students behave. And teachers given training and preparation are the best sources of information regarding these observed behaviors.
- For purposes of assessment and program evaluation, it is not necessary that every child be measured. Sampling is adequate.

No matter which of the three planning options is being used in developing a school plan for consolidated programs, there must be assessment; objectives, steps, or activities; and ongoing evaluation. If it is agreed that teacher observation will provide the most information about the needs and the results of multicultural education, it will be necessary to identify the student outcomes desired by the school community and the observable behavioral indicators of such outcomes. The school site council or a representative group of staff members, students, parents, and others might list a series of such behaviors, using one of the procedures described in section 2 of this handbook, "Planning for Multicultural Education." Then a format for checking each behavior, as observed by teachers in a random sample of students, might be designed and used first to assess needs and establish a base for comparison and later to assess progress or to evaluate the success of the program.

Assessment/Evaluation Example Number 1

If the desired outcome is that "the student will demonstrate recognition of the dignity and worth of individuals and groups different from himself or herself," the following behaviors might be observed:

- Interacts positively with students of his or her group and groups different from self (e.g., verbally gives and takes without hostility)
- Shares space, time, materials, and information about family, peer group, and community

- Shows a sense of fair play through actions
- Exhibits courteous behavior by listening to the feelings and ideas of others and does not interrupt another's conversation
- Avoids destructive actions and attempts to prevent such action by others
- Avoids behavior that puts other students down (e.g., avoids ridiculing differences, name calling)
- Cooperates in small-group interaction

Assessment/Evaluation Example Number 2

If the desired outcome is that "the student will develop feelings of self-worth and self-acceptance," the following behaviors might be observed:

- Asks for help when it is needed
- Speaks out to defend self
- Can disagree with peer group without being hostile
- Participates voluntarily in a variety of activities
- Assists other students (tutoring, encouraging, praising, defending)
- Shares his or her ideas and feelings openly (e.g., includes cultural background)
- Lists in writing or orally expresses his or her uniqueness and value by enumerating characteristics, qualities, skills, and abilities
- Strives to be worthy of respect (e.g., studies hard, performs assigned tasks, is courteous)

Assessment/Evaluation Example Number 3

If the desired outcome is that "the student will desire and be willing to reduce or eliminate inequalities and conflicts caused by stereotyping, prejudice, discrimination, and inequality of opportunity," the following behaviors might be observed:

- Does not name-call or make other detrimental statements
- Will try to change the behavior of students who indulge in name-calling and other detrimental actions
- Voluntarily participates in formal integrative social activites
- Freely chooses partners on other than racial or sexist lines

- Participates in peer activities across socioeconomic lines
- Intervenes to prevent or reconcile intergroup conflict

Teacher observation in the manner described above is not, of course, the only method of assessment and evaluation in multicultural education. Other methods include written or oral pre- and post-tests, sociograms, questionnaires, surveys, discussion groups, interviews, anecdotal reports, and team projects. Not only teachers but also other school staff, parents, and students may participate in these procedures.

Despite the subjective nature of much that takes place in education that is multicultural, ongoing planning and evaluation can be relevant and revealing. Their validity depends on the questions that are asked, the behaviors that are expected and observed, and the effort that is made to use true random samples and apply common standards.

APPENDIX

A. Legal References

California Administrative Code, Title 5, Education

Section 3935. Multicultural Education. All schools participating in programs funded through the consolidated application shall provide multicultural education. Where a district racial and ethnic survey reveals a multicultural population at a school, that school shall provide multicultural and intergroup activities appropriate to the needs, including staff development, at each school.

California Education Code

Section 52015. (School Improvement Plan) Each plan shall include:

(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:

. . . . . .

(3) Develop knowledge and skills in other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education.

(4) Pursue educational interests and develop esteem for self and others, personal and social responsibility, critical thinking, and independent judgment.

. . . . . .

(d) Improvement of the classroom and school environments, including improvement of relationships between and among pupils, school personnel, parents, and the community, and reduction of the incidence among pupils of violence and vandalism.

Section 44560. (Teacher Preparation) On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 percent or more of all the students in the school are of diverse ethnic backgrounds.

APPENDIX

B. State Board of Education Policy on Multicultural Education (Adopted March 9, 1978)

Purpose

In order to truly recognize, accept and affirm cultural diversity and individual differences, it is essential that an overriding educational philosophy be adopted that is based on the common humanity underlying all groups and that respects the cultural and individual differences of all people which reflect that common humanity, regardless of their racial, ethnic, cultural, or religious backgrounds, or physical differences. The belief that all people must be accorded respect is undergirded by a fundamental acceptance of the premise that all people have intrinsic worth. Thus, one major goal of education should be to recognize the worth of all people and to instill and maintain the importance of equal respect for all. Educational policies and practices which respect and affirm cultural diversity and individual differences are needed for achieving this goal. In theory and practice, we must have education that is multicultural.

The basic aim of multicultural education is to provide an atmosphere within which students and school staff can accept themselves and others as having dignity and worth. To achieve this basic aim, the total educational program should consistently stress the value and nature of diversity, including similarities and differences. In addition there should be an emphasis on appreciation of positive characteristics within cultural groups. Similarities should be viewed as those characteristics which make people human and differences as those characteristics which make each person or group unique and special. In this context, diversity is viewed as positive. Thus, students and staff will learn to respect, value, and accept diversity, however it is manifested.

The intent of this policy for multicultural education, then, is to provide a framework for direction and leadership by governing boards of local policies designed to ensure that all students and staff of California public schools understand their role as members of an interdependent human race.

Multicultural education is an interdisciplinary process rather than a single program or a series of activities. Included in this process are the concepts embraced by cultural pluralism, ethnic and intercultural studies and intergroup and human relations.

Multicultural education includes such features as the following:

1. Appropriate student and staff outcomes which are determined by local school districts. Such outcomes should attend to knowledge, attitudes, and skills that students and staff are expected to acquire. Suggestions regarding outcomes appear in the recent State Department publication, Guide for Multicultural Education -- Content and Context.

2. Curricula that are appropriate, flexible, unbiased and that incorporate the contributions of all cultural groups.

3. Recognition of the value of knowing language of cultural groups as a means of achieving better understanding.

4. Instructional materials that are free of bias, omissions, and stereotypes; that are inclusive rather than supplementary; and that show individuals from different cultural groups portraying different occupational and social roles.

5. Educational evaluation procedures which assess the content of the curricula and instructional materials, and how they help to accomplish a better understanding of the respect for humankind.

6. Staffing composition and patterns throughout the organizational hierarchy that reflect the pluralistic nature of American society.

7. Staff development which is aimed at increasing the ability of educators to provide for multicultural instruction and other learning experiences for students.

8. Reference to student assessment which is culturally appropriate.

Policy

The State Board of Education and the State Department of Education recognize:

- That multicultural education benefits students of all racial, ethnic, and cultural groups;

- That each student needs an opportunity to understand the common humanity underlying all groups; to develop pride in his/her own identity and heritage; and to understand, respect, and accept the identity and heritage of others;

- That curriculum materials and teaching procedures should be adapted to the values, behavioral patterns, and learning styles of all students;

- That staff development is essential in order to prepare all members of the instructional staff to effectively carry out a program of multicultural education; and

- That current statutory provisions only require education that is multicultural in certain schools receiving special funding, but it is highly desirable in all schools.

Therefore, the State Board of Education hereby adopts a policy on multicultural education in California schools in support of a coordinated program for all students.

The State Board of Education and the State Department of Education declare* that:

1. Each school district should establish and implement a policy on multicultural education for all school staffs and students in the district.

2. The suggested approach to multicultural education is interdisciplinary and crosscultural, and it includes specific objectives based on an assessment of the personal and educational needs of students. Such an approach gives all students many opportunities to acquire knowledge, attitudes, behaviors, and skills in cultural awareness, intrapersonal and interpersonal relations, understanding of commonalities, acceptance of diversity and pluralism, and respect for the identity, heritage, and rights of themselves and others.

3. Schools should provide inservice preparation for staff in the history, culture, and current problems of diverse ethnic groups, as well as similarities among groups, and should base their multicultural education in-service training program on strategies to develop or improve materials, experiences, and instruction for students which are multicultural.

4. The State Department of Education offers coordinated assistance towards the implementation of this policy in concert with the existing statutes and regulations related to multicultural education.

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*The policy stated here is not a mandate and hence cannot generate reimbursable costs; however, it is the intent of the State Board of Education to encourage the provision of multicultural education material, experience, and instruction for all students and staff of California public schools. 3/

APPENDIX

C. A Planning Matrix for Multicultural Education Objectives

Kind of learning	TOPIC	Academic activities											Other activities			
		Reading	Oral, written language	Mathematics	Social studies	Science	Health	Foreign language	Art, music, drama, dance	Physical education	Practical arts, vocations		Co-curricular	Staff development	Administrative	Community
I. Understand concepts	A. Self B. Life-style C. Culture D. Changes in individuals and groups E. Cultural contact as agent in change F. Personal heritage G. Similarities/differences among individuals and groups H. Competence I. Occupational diversity J. Stereotypes/prejudice/discrimination															
II. Acquire values	A. Self-esteem B. Appreciation of self and others C. Respect for values/dignity/worth of self and others D. Respect for similarities/differences E. Acceptance of cultural pluralism F. Acceptance of diversity of life-styles G. Desire to bring about equity/reduce stereotypes H. Positive attitude toward school and life															
III. Develop skills	A. Analyzing influence of heritage B. Analyzing similarities/differences C. Distinguishing between myths/stereotypes and facts D. Recognizing prejudiced behavior E. Identifying biases in media F. Interpreting personal heritage G. Clarifying personal values H. Using skills of conflict resolution															
IV. Demonstrate behaviors, personal and social	A. Working to reduce inequities B. Confronting prejudiced behavior C. Cooperating with diverse others D. Using community persons as resources E. Using persons in school as resources F. Working to resolve conflicts G. Participating/involving others in life of school H. Using interpersonal skills															

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Establishing School Site Councils, 1977.*

Guide for Multicultural Education--Content and Context, 1977.

Guide for Ongoing Planning, 1978.

Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Diverse Ethnic Groups, revised 1978.

Handbook for Assessing an Elementary School Program, 1978.

Handbook for Assessing a Secondary School Program, 1979.

Handbook for Planning an Effective Reading Program, 1979.

Manual of Requirements and Instructions for Schools Funded Through the Consolidated Application, 1979.

Planning Handbook, 1978.*

B. School District Publications

A Guide to Multicultural Education, Kindergarten Through Grade Three. Los Angeles Unified School District, 1977.

Human Relations: Guidelines and Lessons for Use in Junior and Senior High Schools. Long Beach Unified School District, 1976.

Individual Differences: An Experience in Human Relations for Children. Madison, Wisconsin, Public Schools, 1974.

An Interdisciplinary Approach to Social Sciences, K-12. Lynwood Unified School District, 1977.

Me to We: A Guide for Developing Positive Intra/Inter Personal Relations. San Diego City Unified School District, 1978.

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